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ABSTRACT

This guide was designed for trained tutors who teach adult literacy students on a one-to-one basis using a computer with a word-processing program. The guide is organized in five parts. The first part covers the use of computers in adult literacy and the language experience approach, a method in which the student's own words and stories are used as the text for teaching reading. Steps for designing lessons using the language experience approach are given. Part 2 contains sample lessons based on experiences with adult students, and Part 3 consists of resource lists of reading and writing terms and teaching methods. An overview of phonics is included. Additional resources, such as computer terms and more information about word processing, make up Part 4, and Part 5 contains hints for developing and managing a computer center for adult literacy students. A bibliography completes the guide. (KC)

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Center For Literacy

An Instructional Guide for A Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program

by

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Program Year 1986-87

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INTRODUCTION

This guide is for trained tutors who teach adult literacy students on a one-to-one basis. Tutors and teachers who teach groups can adapt the ideas for class use. The procedures described will be helpful to tutors and students who would like to use the language experience approach (LEA) with or without access to computers. However, with greater accessibility of computers in community learning centers and in business and industry sites where students and tutors meet, this guide is important because it can be used with any make or model computer as long as a word processing program is available.

Part One

Computers, Adult Literacy and The Language Experience Approach

Computers in Adult Literacy

The use of computers with adult literacy students has become extremely important. Computer-aided instruction can help meet the educational goals, personal needs and, in some cases, employment prospects of many students.

For example:

1) Educational software can help students learn reading, writing and math either as a core program or as a computer-aided instructional supplement to other materials.
2) Computer time can be independent learning time where students can review and practice on their own.
3) Adult students, who might not otherwise have a chance to use a computer, can explore today's technology while learning basic skills. As children learn about and use computers in school, their parents will also be learning.
4) Familiarity and confidence with computers through their usefulness in meeting the students' educational needs may be a step toward job training and employment in a new job market where computers and literacy are essential.

Computers can be used in adult education sites, in business and industry, in homes and in elementary and secondary school-based sites.

The Language Experience Approach

This approach uses the student's own words and stories as the text for teaching reading. The student's words are recorded by a tutor and can be typed on a typewriter or typed onto a computer. The tutor records word for word what the student says, usually in the form of a language experience story. Students then read the story. Therefore, the words that provide the material by which a student learns to read are the student's own words, rather than those of stories edited by unknown authors or for easy commercial beginning reading material. The language experience approach (LEA) can be used to record stories or other things students might like to share.

For example:

a) Bible verses and songs that students know by heart can be dictated to the tutor. The dictations can then be used for the reading lesson.

b) Favorite recipes can be recorded through dictation and used to teach reading.

c) Dictation can be used to help students compose letters until they become confident enough to begin to write letters independently.

d) Shopping lists can be created and later read at the grocery store.

Computers and Word Processing
for the Language Experience Approach

Using a word processing program to record students language experience stories has many great advantages - here are some:

1) The story can be printed out immediately after it is typed.

2) As many copies of the stories as needed can be printed.

3) Students read more because they:

   a. read the hand written story (if used),

   b. read the story while it gets typed onto the screen,

   c. read the story on the screen,

   d. read the print out.

4) Tutor can design and printout follow-up lessons during the tutoring session, thereby providing immediate learning and reinforcement.

5) The story can be changed or added to without necessary recopying or retyping.

Follow-up Lessons with
Language Experience and Computers

Follow-up lessons designed for the language experience story after it is written provide students with the opportunity to use their own words for sight word reading, phonics, word patterns, comprehension and many other activities. Rather than using workbooks or instead of using workbooks alone, the tutor can show students how the words that are spoken every day to communicate the various ideas and experiences of their lives are the same words used to study reading and writing. These words, which are already spoken by them, can be written down and used to learn how to read. Print, which may have been foreign and forbidding, becomes familiar and friendly.

Computers can greatly increase the efficiency and effectiveness with which students and tutors use LEA. As computers become available for on-site use in literacy centers, stories can be typed and printed out immediately. Follow-up lessons and howework assignments can be designed by tutors and printed out in seconds.

With computers there is minimal lag time between stories being dictated and typed. LEA can become central to the lesson rather than an add-on. The printer will also print out as many copies of a lesson that are needed, so the need for access to a xerox machine is minimized. The tutor gets a copy and the student gets a copy. This process is like designing a personally made, "learn to read" book for a student.

How To Use Computers for Language Experience

Whatever make or model of computer is available can be used as long as the literacy program is flexible about using whatever features it has. The resources described below are the most useful for using Language Experience Approach.

I. Word Processing

Word processing was chosen as the main way to use computers for LEA because it can be used for almost any of the lessons and is commonly available.

This guide is written for everyone who has access to a computer with a word processing package. Therefore, the possibility of running into problems arising from using the techniques suggested here with available software and hardware is minimal.

II. Educational software

Some educational software has sections where students' own words can be used, a feature to look for when reviewing software. For example, educational software that provides writing instruction, or games for creating fill-in exercises, puzzles, or spelling instruction may have sections where students' own writings or word lists can be incorporated.

III. Other features

Some word processors and education software can provide:

a) Scanners for finding specific word patterns

b) Voice synthesizers

c) Spelling checks

These features are extremely helpful and also fun to use.

IV. Additional Resources

Part III of this guide is a resource list of reading and writing terms and teaching methods which can be used to design follow-up lessons with student stories.

The following resources are also useful for ideas about how to design lessons. See bibliography for more information.

Basic Literacy Tutor Handbook of The Center for Literacy.

Guidelines to Teaching Remedial Reading by Lillie Pope

Teach Someone to Read by Nadine Rosenthal

Tutor by Ruth Colvin and Jane Root

Using Language Experience With Adults by Katherine Kennedy and Stephanie Roeder

Getting Started: Getting Stories

Writing language experience becomes a very natural, enjoyable part of a lesson. Most students, once they understand how it works, really enjoy dictating and reading their stories. The stories can vary in length from a few lines to an entire page. If they get too long, they can be broken down into chapters. If hand written, before being word-processed, stories should be printed preferably with space between the lines for ease of reading. Sometimes students will have something in mind to write about. If not, here are some story starter topic suggestions:

Story Starters -	work	illness	seasons
	children	relatives	hobbies - cooking etc.
	holidays	friends	neighborhoods
	money	weather	mayors/presidents
	advice	church	changed feelings
	God	the future	
	peace	the past	
	childhood	marriage	
	first date	sad times	

Tutors should always write down exactly what the student says. Doing this links oral language to print. It is okay to leave out excessive "ands" in the students' story and begin and end sentence where it semms to be grammatically correct.

Reading The Stories With The Computer

"You learn how to read by reading"
Adult Literacy Student

The great advantage of this procedure is that the student reads so much. By using word processing, the students actually read at least twice as much, so they get lots of practice.

There are several ways students can read the stories after they are written. Here are two procedures a tutor can follow:

I.

Start with the dictation just taken. Ask the student to read the story:

a) independently, or

b) as the tutor reads aloud with the student helping with difficult words, or

c) as the tutor reads the story to the student first, if needed then the tutor reads with the student as in b, above

Next, type the story on to the computer using the word processor. Students can type their own stories after they have had time to get familiar with the keyboard. When you are ready to type, follow this procedure.

a) Ask the student to dictate the story from the hand written version while the tutor types it.

b) Ask student to look for and correct any errors made while typing.

Alternate: Students read and type in their own stories
Students check for their own errors. Tutor may have to help student use word processor for making the corrections.

c) Student then reads the story on the screen and tutor can print it out.

d) Student reads print-out.

II.

Type the story on to the computer while the student dictates it. Be careful to correct typing errors as the story is entered. Ask the student to read the story on the screen:

a) independently, or

b) as the tutor reads aloud with student, helping with difficult words, or

c) as the tutor reads the story to the student, first, if needed, then the tutor reads with the student as in b, above.

Printout the story and ask the student to read from it.

Designing Follow-up Activities with the Stories

A Format To Follow When Designing Lessons

This format does not have to be strictly adhered to but it does provide a useful structure for providing students with a variety of important activities. Sample student lessons using this format are included in Part II of this guide. Part III contains more information about what follows here:

1. Design at least one comprehension activity

   a) cloze - a fill in the blank exercise

   b) word scramble - an activity where students rearrange scrambled words in the correct sequence for a given sentence

   c) sentence scramble - a activity where students rearrange scrambled sentences in the correct sequence for a given paragraph

2. Design 1-3 phonic or word pattern or syllabication lessons using words from the story. Make your choices run parallel with what's being covered in the student's workbook. If your student is not using a workbook you can use one as a reference or use one of the references mentioned on p.

   Phonics and word patterns include:

   a) consonants
   b) short vowels
   c) long vowels
   e) vowels with r,w,l
   f) blends
      1) beginning
      2) ending

   Syllabication lessons focus on dividing longer words based on the letter patterns and some other characteristics of the words. Features to look for syllabicating words include:

   a) compound words - two words put together to form large words.

   b) vc/cv patterns - a vowel/consonant arrangement which indicates where to break a word into syllables.

   c) v/cv patterns - a vowel/consonant arrangement which indicates where to break a word into syllables.

d) le words - are divided for syllabication before the le.

e) prefix - word beginnings.

f) suffix - word endings.

g) root words - words that can stand alone.

h) syllabication with blends or diagraphs.

3. As needed, design activities from each of the following categories. The length of the activities can vary, depending on the needs of the student. From the story choose examples of the following:

A) Vocabulary

1) compound words - two words put together to form a large word.

2) contractions - two words put together with a letter omitted (the meaning is not changed).

3) homonyms - words that sound alike but have different meanings and spellings.

4) homographs - words that have different meanings and/or different pronunciation but are spelled exactly alike.

5) synonyms - words that mean the same or nearly the same.

6) antonyms - words that have opposite meanings.

B) Sight Words

1) student-selected - words students choose to learn to recognize quickly by sight, rather than phonetically.

2) high frequency sight words - words which appear in print very often and are therefore useful to read by sight.

C) Language Activities with Special Word Categories

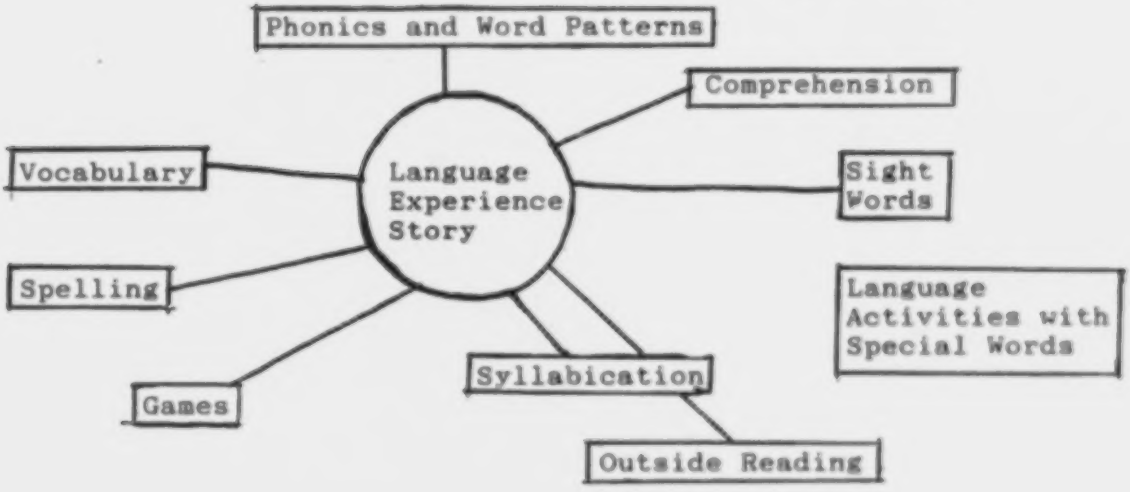
1) community words or phrases
2) number words
3) days
4) months
5) colors
6) names of people, places etc.
7) quotations
8) other

LEA — Central to the Lesson

Start with student's own words.

Student's story is the central text.

Student's words rather than those in a workbook are the center of the lesson.



Part Two

Sample Lessons

The sample lessons included here are from actual student writing. In order to encourage flexible creative lessons the directions for follow-up activities are not as explicit as directions found in workbooks. Tutors and students are encouraged to do a variety of activities.

Story	Author
In My Travels	Sandra Busch
Gloria's Thought	Gloria Ross
My Trip	Katie Spells
My Credit Card	Anne Presley
Story About School	Leroy Davis
A Program	Matthew Allen Jr.
Minnie The Pretender	Sandra Busch
Things Ain't Like They Used To Be PART ONE	James Hawkins
Things Ain't Like They Used To Be PART TWO	Jame Hawkins

In My Travels

When I first started working at the hospital, I was working in the escort services and they had cut back in that department. It seemed like I was having a lot to spell and read as far as picking up patients. Then they switched me to the laundry and it seemed it was a set back. Then I just felt like I was tired of hiding that I couldn't read. There's a a lot I want to say but...there's so much. Then after I got there (at the laundry) one of my bosses asked me did I want to go on the wrapping machine. My heart was in my stomach because I had to read and spell and do arithmetic. But it worked out fine because I took the names of companies home and learned how to spell them. My boss never found out. When I went to school before they said I had a learning disability and never thought I could learn until one day I really wanted to. Then I started going to different schools.

by Sandra Busch

STUDENT-SELECTED SIGHT WORDS

disability	thought
arithmetic	boss
switched	wrapping
companies	machine

NEW SENTENCES USING STUDENT STUDY WORDS
(note: These are sample sentences that the student actually dictated and the tutor typed them on to the computer.)

1. Everyone needs to know how to do arithmetic.

2. My sister and I switched dresses today.

3. Can you get the wrapping paper for me in the bedroom?

4. I am happy because I do not have a disability.

5. Janice's boss told her, "If you are late once more, you will lose your job."

6. "This machine is not for me, said Tom, "It needs repairing."

7. Are all the roofing companies out of business?

8. My brother said he thought of me today so he called.

PHONICS LESSON

r-controlled vowels and words
(Student writes the vowel with r in the blank and says the sound.)

working _____

department _____

silent consonants
(Student and tutor discuss silent consonants)

wrapping - Which consonant is silent in the word?

SYLLABICATION LESSONS
(Tutor chooses several words from the story that have two or three syllables and provides two or three blanks depending on the number of syllables in the word. Student can divide words and tutor and student can discuss how to use rules for syllabication)

working _____ _____

escort _____ _____

hospital _____ _____ _____

department _____ _____ _____

laundry _____ _____

wrapping _____ _____

arithmetic _____ _____ _____ _____

Gloria's Thought

I'm glad I'm doing better. I'm doing a lot better than I thought I would be. I thought it was going to be harder than it is. It still is hard, but it's getting a lot better.

I have to start studying a little more, and have to stop trying to do it by myself, and ask for more help. I always try to do it by myself. That's being stubborn.

by Gloria Ross

Gloria's _____

CLOZE EXERCISE
(Student chooses from words below and fills in the blanks)

I'm _____ I'm doing _____. I'm doing _____ better than I _____ I would be. I thought it was going to be _____ than it is. It still is _____, but it's _____ a lot better.

I have to start _____ a little _____, and I have to _____ trying to do it by myself, and ask for more help. I always try to do it by myself. That's being _____.

by Gloria _____

studying	more	better	thought
stubborn	glad	a lot	harder
hard	getting	thought	Ross
Thought			

PHONICS EXERCISE
(Student writes the beginning letter for each word and studies the sound)

Word	Letter
being	_____
better	_____
do	_____
doing	_____

HIGH FREQUENCY SIGHT WORD STUDY
(These words are from the story and also from group 1a of the new instant sight word list. The words can be put on flash cards for a concentration game or a sight word study bank.)

I (I'm)	to	it (it's)
was	be	and
a	is	have

COMPOUND WORD
(Student writes or types the two parts of the compound word)

myself _____ _____

My Trip

I went to North Carolina on the 4th of July. It had been eight years since I been down there. I went to my sister house in Raleigh, North Carolina. My sister from Baltimore was there. And we all talked for about two or three hours. And we all went to Clayton, North Carolina to see our mother and she was very, very glad to see us.

by Katie Spells

STORY FIND
(Student "finds" the story by adding space between words, capital letters and periods)

My Trip

iwenttonorthcarolinaonthe4thofjulyithadbeeneightyearssinceibe
endownthereiwenttomysisterhouseinraleigh,northcarolinamysiste
rfrombaltimorewasthereandwealltalkedforabouttwoorthreehoursan
dweallwenttoclayton,northcarolinatoseeourmotherandshewasvery,
verygladtoseeus

PHONICS

Consonant Blends
(Tutor and Student discuss consonant blends and circle the blends in these words)

Clayton first

glad sister

VOCABULARY
(Student and Tutor study these words for reading, spelling or other exercises student wishes to do)

North Carolina
Raleigh, N.C.
Baltimore
Clayton, N.C.

NUMBER WORDS

first
eight

My Credit Card

When I first got my credit card, I was so happy. Now I am a credit card holder. I can use my cards anywhere I want to. The first time I use the card was at Stenton and Mt. Airy Ave. at a gas station. Jimmy give me the car that night. So I said I will put gas in the car. I have a Sunoco gas card but I was so happy to have a credit card. I went to the Mobil station and told the man to fill it up with gas not knowing that I used the wrong card. The man said," Lady you are in a Mobil gas station not Sunoco." So I pay the fifteen dollars and left. I have all the credit cards and love to use them: Bloomingdale's, TWA, J.C. Penney, Wanamaker's, Stern's, Strawbridge & Clothier. One time I had VISA, American Express and Eastern. But that's another story.

by Anne Presley

LANGUAGE ACTIVITIES WITH SPECIAL WORDS
(Student studies the following words for sight reading, spelling or other activities student may wish to do.)

NAMES OF STREETS

Stenton Ave.
Mt. Airy Ave.

NAMES OF GAS STATIONS

Sunoco
Mobil

NAMES OF CREDIT CARDS
(Student can read names and categorize them below.)

Bloomingdale's
TWA
J.C. Penney
Wanamaker's
Stern's
Strawbridge & Clothier
VISA
American Express
Eastern

Department Store	Airline	Major Credit Card
_____	_____	_____
_____	_____	_____
_____		
_____		
_____		

NUMBER WORDS

first
fifteen

QUOTATIONS
(Tutor and student discuss what quotations are and use of quotation marks.)

"Lady, you are in a Mobil gas station, not Sunoco."

STORY ABOUT SCHOOL

I never had nobody to help me when I was in first grade. They put me in the no grade class. Then I went to night school and learned how to read a little. Then I dropped out, but I keep coming back. Then I went for the GED and I was illiterate so I need a tutor.

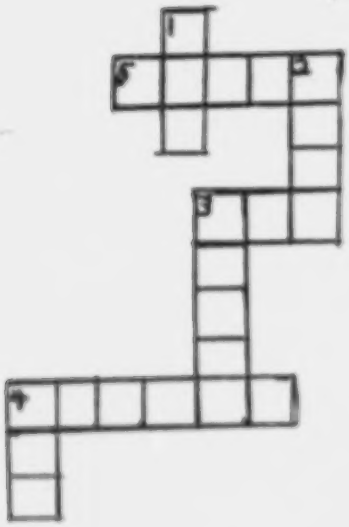
I was sick for a few days this week so I did not read. I feel better so I am starting to read again.

Leroy Davis

STUDENT-SELECTED SIGHT WORDS

grade	read	not
few	GED	
never	needed	

CROSSWORD PUZZLE WITH STUDENT-SELECTED SIGHT WORDS



across

5 The opposite of always is _____.

3 A test for a High School diploma is a _____ test.

4 The opposite of had is _____.

down

1 The opposite of many is _____.

2 Many adults have tutor to help them learn to _____.

3 A or year or a level in school is a _____.

4 "I was sick for a few days so I did _____ read."

PHONICS ACTIVITY
(Student practices the sound for the letters n and s by reading the following words from the story.)

the/n/sound	the/s/sound
never	story
nobody	school
no	sick
night	starting
needed	

COMPOUND WORDS
(Student writes word in 2 parts)

nobody __ _____

HIGH FREQUENCY SIGHT WORDS
(These are high frequency sight words the tutor found in the story and typed for further study.)

I	they
to	a
was	the
in	at

NEWS ARTICLE

Tutor and student choose a news article to read and student circles words printed above in the news article.

A Program

I am supposed to be taking a training program myself. And, you know, just taking up blueprinting, reading and algebra. That's probably the math that you really have to take up. Math, I'm pretty good in math. I just have to freshen up a bit to bring it back.

Matthew Allen Jr.

STUDENT-SELECTED STUDY WORDS

blueprinting	train
algebra	training
supposed	printing

NEW SENTENCES USING ACTIVE WORDS
(note: These are sentences the student actually wrote. He dictated them to the tutor.)

Blueprinting is a good trade to know.

Algebra 1 will give you problems.

Suppose I take the trash out.

I can train you to read.

I'm in a training program.

I am going to a printing school.

WORD SCRAMBLE
(Student rewrites or retypes sentences in the correct order for the original sentences)

know is Blueprinting a trade to good

you problems Algebra 1 will give

trash suppose take I out the

read you to train can I

program in I'm training a

printing school going am I to a

LANGUAGE SKILLS
(Student writes words without ing ending in the blanks provided.)

'ing' ending

blueprinting _____

training _____

printing _____

taking _____

bring _____

COMPOUND WORDS
(Student writes or types the 2 parts of the compound word)

blueprinting _____ _____

myself _____ _____

CONSONANT BLENDS
(Tutor explains consonant blends. Student circles blends in words)

training	probably	blueprinting	freshen
program	pretty	algebra	bring

HIGH FREQUENCY SIGHT WORDS
(These are high frequency sight words the tutor found in the story and typed for further study)

I	and	that	that's
am	you	the	
to	just	have	
be	up	take	
a			

NEWS ARTICLE/OUTSIDE READING: NEWS ARTICLE

Tutor or student chooses a brief news article to read and student circles words printed above in the news article.

Minnie the Pretender

I used to feel funny about being around a person at work because I knew that I couldn't read. But she made it seem like it wasn't the thing that you had to do. I feel sorry for her. I really do. She can't tell time at all. She wears a different watch every day. Then when you say, " What time is it?" she pretends like she can't see the numbers. She makes me feel uncomfortable.

by Sandra Busch

PARAGRAPH SCRAMBLE
(Student reorders sentences in the correct order for the original paragraph.)

She can't tell time at all.

I really do.

I used to feel funny about being around a person at work because I know I couldn't read.

She makes me feel uncomfortable.

But she made it seem like it wasn't the thing you had to do.

She wears a different watch every day.

I feel sorry for her.

Then when you say, "What time is it?"
she pretends like she can't see the numbers.

VOCABULARY ACTIVITIES

Homographs - Watch
(Student and tutor discuss the answers to the following questions.)

1. What is the meaning of the word watch in the story?

2. What other meaning(s) are there for the word watch?

Try to write a sentence using the word watch with its different meanings.

CONTRACTIONS

(Student writes two words for the contraction.
Tutor and student dicuss meanings.)

couldn't _____ _____
wasn't _____ _____
can't _____ _____

SYLLABICATION

(Tutor and student discuss rules for syllabication when doing these exercises.)

Syllabication with Prefixes and Suffixes, and Root Words
(Student writes 3 parts of the word)

uncomfortable ___ _____ ___

Syllabication with VC patterns
(Student writes a part of the word)

comfort ___ ____ (VCCV)

person ___ ___ (VC/CV)

numbers ___ ____ (VC/CV)

because ___ ____ (V/C)

QUOTATION
(Tutor and student discuss what quotations are and the use of quotation marks.)

"What time is it?"

Things Ain't Like They Used To Be

PART ONE

One Easter me and my wife went downtown and bought Easter clothes. We bought a pair of shoes for Leroy. This might sound funny. About three hours after he put them on, he had worn a hole in them. I did not know how he did it but he had worn a hole in them. We dressed them up for Easter and let them go anywhere they wanted to go in the neightborhood, and when he came back he had a hole in both of them.

When I was a boy we did not celebrate any special day. A lot of time we did be working. We went to church me and my uncle. On Easter down South, they had tables and food on the table -- like blocks on both sides. Anything you see on the table, you could eat it. That was outside. They also had some thing like tent meeting, at different parts of the time. This meeting was something like to convert people. They did not have baptism but just preaching the gospelon one side of town for two weeks, then to the other side, like meeting in South or West or North or East Philadelphia to make sure people heard the gospel. Sometimes it was a visiting preacher, sometimes a home congregation. As a child I went to different meetings.

by James Hawkins

Students Selected Sight Words

neighborhood	Leroy	Easter
three	wife	funny
pair	hole	worn
church	food	preaching
South	boy	tent
uncle	table	congregation

Things Ain't Like They Used To Be
PART ONE

CLOZE EXERCISE
(Student chooses from words on the previous page and fills in the blanks)

One Easter me and my _____ went downtown and bought Easter clothes. We bought a _____ of shoes for Leroy. This might sound _____. About three hours after he put them on, he had worn a _____ in them. I did not know how he did it but he had _____ a hole in them. We dressed them up for Easter and let them go anywhere they wanted to go in the _____, and when he came back he had a hole in both of them.

When I was a _____ we did not celebrate any _____ day. A lot of time we did be working. We went to _____ me and my uncle. On Easter down South, they had tables and _____ on the table -- like blocks on both sides. Anything you could see on the table you could _____ it. That was outside. They also had something like _____ meeting at different parts of the time. This meeting was something like to convert people. They did not have baptism but just preaching the _____ on one side of town for two weeks, then to the other side like meeting in South or West or East _____ to make sure people _____ the gospel. Sometimes it was a visiting preacher, sometimes it was a home _____. As a child I went to different meetings.

LANGUAGE ACTIVITIES WITH SPECIAL WORDS
(Student studies the following words for sight reading, spelling or other activities student wishes to do.)

NAMES OF PEOPLE

Leroy

NAMES OF PLACES

South
West
North
East Philadelphia

PHONICS ACTIVITY/PATTERNS

S ou th - What are the sounds?
N or th - What are the sounds?

W est - What other words can be made with est?
ex: best
pest
nest
rest

Ea st - What are the sounds?

Things Ain't Like They Use To Be

PART TWO

I sent my children to family reunion every year. They didn't like it so much while they were small, but when they grew up they liked it. After we came up here and live a few years, I used to take them back every two or three years. After they were grown and started visiting more parts of the South and seeing how nice it was, they like it.

We were born and raised in Albany Georgia. As I see it, it has changed a lot. It is not like it used to be. It is more like here, now, a bigger place. Same going on there as here. When I was a boy growing up, a certain time of night, we had to be in unless we was coming from work or going to work. The rest of the time they wanted to know where you were going. The police knew you by your family. They asked you your name and they know exactly where you were located and everything. I do not think parents during the time I was growing up were like parents are now. Parents were more strict and children obeyed them.

Children were better raised than today. You heard no curse words. Take an older person -- If he couldn't cross a boy or a girl would always lead them across the street. On the bus, they would always get up and give them a seat. They would always speak to them, "Good evening," or "Good morning." If they had a bag, they would always carry it for them. Not just your own color, they had respect for both. Any grown person could chastise you -- like if they see you doing something wrong, they could stop and tell you what to do. If they tell you to go home, they would go home.

Today, children got a playground for them. They'd rather play in the street. When we was coming up, we had no playground. We would go way back in the field and that's where we would play. Not in the road. We didn't have any fights. We didn't know what a gang war or fight was. No matter what side of town we were on, people know our mother or father and had no problem at all.

by James Hawkins

SENTENCE SCRAMBLE
(Student rearranges sentences in the correct order for what he originally wrote.)

After we came up here and live a few years, I used to take them back every two or three years.

I sent my children to family reunion every year.

After they were grown and started visiting more parts of the South and seeing how nice it was.

They didn't like it so much while they were small, but when they grew up they like it.

LANGUAGE ACTIVITIES WITH SPECIAL WORDS
(Student studies the following words for sight reading, spelling or ther activities student may wish to do)

NUMBER WORDS

two
three

NAMES OF PLACES

Albany, Georgia

COMMUNITY WORD (OR SITUATIONS)

gang wars

VOCABULARY
(Student writes 2 parts of the compound word.)

playground _____ _____

QUOTATION
(Tutor and student discuss what quotations are and the use of quotation marks.)

"Good Evening"

"Good Morning"

Part Three

Resource Lists of Reading and Writing Terms and Teaching Methods

Resource Lists of Reading and Writing Terms and Teaching Methods

This section can be used as a reference for ideas for designing follow-up lessons with the students' stories.

Comprehension

The Cloze Technique

The cloze technique involves presenting a passage to be read in which a number of words are missing. The student fills in the blanks with words that make sense in the sentence. Don't turn it into a test. The student's answers do not have to be the same as the original words -- as long as they make sense.

You can make up cloze exercises with the language experience stories that you put on the computer. Student selected sight words are good choices to delete for filling in the blanks but other words can be used as well.

Word Scramble

Changing the order of words is a good way for students to learn how individual words are linked together to create larger meanings. Tutors can scramble the order of the words in a sentence. Students read the scrambled order, then reorder the words by writing or typing them again in the correct sequence for the sentence.

Sentence Scramble

Changing the order of sentences in a paragraph is another helpful way for students to learn comprehension. Tutors can scramble the order of the sentences in a paragraph. Students read the scrambled order, then reorder the sentences by writing them or typing again in the correct sequence for the original paragraph.

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The Phonics Overview, Word Pattern, Syllabication Section, Concentration Game, and Story Find Game were reprinted in whole or adapted from Basic Literacy Tutor Handbook of The Center for Literacy. Philadelphia, PA, 1986.

The section on vocabulary with information regarding word use and the lists of compound words, prefixes, suffixes, root words, homonyms, synonyms, and antonyms have been reprinted with permission from the Handbook for Volunteer Reading Aides. Lutheran Church Women, 1984.

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Phonics Overview

Phonics is the method of teaching beginning readers and writers. It involves learning the relationship of the printed symbol with the sounds of the spoken language. It is generally not seen as a complete system in itself, but as one of many tools which a student can use to read and write unknown words. Choose words from the language experience writing as they are typed on the computer that illustrate these relationships. A few examples per lesson will be enough.

Basic Phonics Elements

The letters of the alphabet are divided into consonants and vowels. The following section outlines some of the basic characteristics of consonant and vowel letters and their corresponding sounds.

Consonants

consonant letters: b c d f g h j k l m n p q r s t v w x y z

consonant sounds: Most consonants letters have one sound. Exceptions include:

c which sounds like s when it comes before i or e, (ex: circus, cent) or k most other times (ex: cat or calculator)

g which sometimes sounds like j when it comes before i (ex: gin, generous), or g most other times (ex: go, guess)

s which sometimes sounds like z for (ex: fuse)

x which sounds like ks (ex: box), or z xerox (z and ks)

Vowels

vowel letters - a e i o u

y is a vowel when t come in the middle or at the end of a word. (ex: fly (long e) cyst (short i))

vowel sounds - each vowel letter has two major sounds, short and long. Vowels also have other sounds.

letter	short vowel sound	long vowel sound
a	ran	rain
e	men	me
i	fit	fight
o	hop	hope
u	us	use
y	cyst	cycle

Spelling Patterns of Vowel Sounds

Each vowel can represent more than one sound, and many of these sounds can be represented by several different spellings.

A

a closed syllable	ai	ay	a-e	a open syllable
man	pain	gray	date	baby ba by

E

e closed syllable	ee	ea	e-e	e open syllable
bed	feet	heat	Pete	legal le gal

I

i closed syllable	ie	igh	i-e	i open syllable
pill	tie	light	fine	micro

O

o closed syllable	oa	ow	o-e	o open syllable
lost	goat	grow	home	motor mo tor

U

u closed syllable	ui	ue	u-e	u open syllable
hum	suit	cruel	cute	tutor tu tor

Y

y closed syllable				y open syllable
system				cry

diphthongs - two vowels joined in one syllable to make one sound

ou oi ow oy au aw

vowel combinations - two vowels which make one vowel sound

ai	ay	ei	ey	eu	ew	ow
oa	oe	oo	ee	ie	ea	ue

r - controlled sounds

ar	er,ere	ir	or	ur
car	term	stir	form	fur
warm	were		worm	

Consonants

Letter Combinations

Consonant combinations fall into 2 different categories, blends and digraphs:

1. Blends contain two or more consonants, the sounds of which blend together.

beginning

bl	dr	gl	sc	sn	tr	scr	squ
br	dw	gr	sk	sp	tw	shr	str
cl	fl	pl	sl	st	wr	spl	thr
cr	fr	pr	sm	sw	sch	spr	thr

ending

ld	nd	rk	st
mp	nt	sk	

2. Digraphs contain two letters which make one sound unrelated to the sound of the letters individually.

sh	ch	th	wh	ng	ph	tch	dge

Multiple Spellings of Consonant Sounds

Often, a consonant sound can be represented in more than one way. The following are common spelling patterns for the sound usually associated with the letter between the slashes.

/k/	/d/	/f/	/g/	/j/	/m/	/n/	/r/
c	d	f	g	j	m	n	r
k	-ed	ph	gh	e	-mb	kn-	wr
-ck		-gh	-gue	g i	mn	gn	
ch				y			
-que				-dge			

/s/	/t/	/z/	/ch/	/sh/
s	t	z	ch	sh
e	-ed	s	-tch	ch
c i				
y				
e				
sc i				
y				

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Word Patterns

Teaching with word patterns stresses a sound made by several letters, rather than individual letters, as in traditional phonics instruction. For example, the word bat can be sounded out phonetically by the individual letters b a t. It can also be sounded out according to the pattern at with b in front of it, resulting in b at. The at pattern is a common rhyming sound. The words cat, fat, rat, sat are all made with the pattern at. Learning to sound out words according to letter/sound patterns has two advantages:

1) Patterns, as sound units, are usually easier to hear than individual letters blended together.

2) One pattern can be the basic building block for many new words. When students learn patterns they can build new words very fast by changing initial consonants, consonant blends or endings. For example, the pattern ap is a basic building block for cap and map. It is also used in slap, clap and apple.

Regional accents and non-standard dialects can often change the rhyming scheme of a set of words that have the same spelling pattern. These differences are exceptions that do not need to interfere with the total reading instruction of a particular student. Simply remove the in consistant words from the list.

Word patterns can be taught through examples of patterns from the words in the student's language experience story. This procedure works well:

1) Teach the sound of the pattern using the word your student knows.

2) Practice reading the new words by changing the initial consonant or consonant blend and sounding out the new word. For example: If your student recognizes the -at sound in cat, you can use this word pattern exercise:

bat	cat	fat	hat
pat	brat	chat	flat

3) Encourage and help your student to think of additional words that fit the patterns.

What follows is a partial list of short and long vowel and r-controlled word patterns that tutors may find useful for resigning lessons.

short a

-ab	-ad	-ag	-al
cab	ad	bag	gal
jab	bad	nag	pal
lab	dad	rag	Sal
tab	had	tag	Val
crab	mad	wag	
drab	pad	brag	
grab	sad	drag	
scab	glad	flag	
stab	shad	shag	

other patterns:

-am	-ask
-an	-ask
-as	-ass
-at	-ast
-ack	-ath
-ant	-ay
-apt	-azz

short e

-ed	-eg	-em	-en
bed	beg	hem	den
fed	keg	stem	hen
led	leg	them	men
red	peg		pen
wed			ten
led			glen
bled			then
shed			
sped			

other patterns:

-et	-ent
-eck	-ess
-elf	-est
-ell	
-elm	
-elp	
-elt	
-end	

short i

-ip	-is	-it	-ix
dip	is	it	fix
hip	his	bit	mix
lip		fit	
nip		hit	
rip		kit	
sip		lit	
tip		pit	
zip		sit	
chip		wit	
		grit	

other patterns:

-ib	-iss
-id	-isp
-ig	-list
-im	-ick
-in	-iff
-ink	-ilk
-int	-ing
-ish	-inch

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short o

-ob	-od	-og
bob	cod	bog
cob	God	cog
fob	mod	dog
gob	nod	fog
job	pod	hog
rob	rod	jog
mob	clod	tog
sob	plod	clog
blob	prod	frog
slob	scrod	smog
snob		

other patterns:

-on	-op
on	-ot
don	-ox
non	-ock
yon	-oll
	-omp

short u

-up	-us	-ut
up	us	but
cup	bus	cut
pup	plus	gut
sup	thus	hut
		jut
		nut
		rut
		shut

other patterns:

-ub	-ud	-uck
cub	-ug	-uch
dub	-um	-uff
hub	-un	-ulk
nub	-ung	-ull
pub	-unk	-ulp
rub	-usk	-ump
sub	-ust	
tub		
club		
stub		
stub		

long a

-ace	-ade	-age	-aid	-oil	-ase
ace	fade	age	aid	-aim	-aste
face	jade	cage	laid	-ain	-ate
lace	made	page	maid	-ale	-ay
mace	wade	rage	paid	-ame	-aze
pace	blade	sage	raid		

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long e

-e	-ea	-each	-ead
be	pea	each	bead
he	sea	beach	lead
me	tea	peach	read
we	flea	reach	plead
she	plea	bleach	

other patterns:

-eak	-ell
-eal	-eik
-eam	-eel
-ean	-eem
-eap	-eep
-east	-eet
-eat	-elf
-ee	-y
-eech	
-eed	

long i

-ice	-ide	-ie	-ife
lice	bide	die	life
mice	hide	lie	rife
nice	ride	pie	wife
rice	side	tie	
vice	tide	vie	
slice	wide		
spice	bride		
twice	glide		
	slide		

other patterns:

-igh	-ipe
-ight	-ire
-id	-ise
-ile	-ite
-ime	-ive
-ind	-y
-ive	-ye

long o

-o	-oach	-oad	-oal
go	coach	load	coal
no	poach	road	goal
so	roach	toad	

-oat	-obe	-ode	-oe
boat	lobe	code	doe
coat	robe	node	foe
goat	globe	rode	hoe
float			toe
			woe

other patterns:

-oam	-olt
-oan	-ome
-oast	-ove
-oat	-ope
-ode	-ose
-oe	-ost
-oke	-ote
-old	-one
-ole	-oio

long u

-ude	-ue	-uke	-ute
dude	sue	duke	lute
nude	blue	Luke	flute
rude	glue		cute

other patterns:

-une
-ule
-use

oo/sound

-ew	-oo	-ood	-ool
Jew	boo	food	cool
new	moo	mood	fool
grew	too	brood	pool
flew	zoo		school
	shoo		

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-oom	-oon	-oop	-oost	-oot	-ooth
boom	boon	coop	boost	boot	booth
doom	coon	hoop	roost	hoot	tooth
loom	loon	loop		loot	
room	moon	droop		root	
zoom	noon	troop		scoot	
	soon	scoop		shoot	
	spoon	stoop			
		swoop			

oi/sound

-oice	-oil	-oin	-oise	-oist
voice	oil	coin	noise	hoist
choice	boil	loin	poise	moist
	spoil			

ou/sound

-ouch	-ound	-ouse	-out	-outh
ouch	found	house	out	mouth
couch	pound	louse	shout	south
pouch	round	mouse	spout	
vouch	sound		stout	
	ground		trout	

-ow	-owl	-own
cow	owl	down
how	fowl	town
now	howl	brown
		frown

r-controlled vowels

-ar	-arch	-arge	-ark	-arm	-arn	-arp	-arsh
bar	march	barge	dark	farm	barn	carp	harsh
car	parch	large	park	harm	darn	harp	marsh
star	starch	charge	shark	charm	yarn	sharp	

-or	-oard	-ord	-ore	-ork	-orm
or	board	cord	ore	fork	form
for	hoard	ford	wore	pork	norm
nor		lord	score	York	storm

-orn	-ort	-orth	-our
born	fort	forth	four
corn	sort	north	pour

-er	-er	-yr	-erm
her	after	myrrh	germ
per	fever	Myrtle	term
Bert	better	syringe	sperm
herd	father	syrup	
perch	hammer		

Syllabication

Patterns Affecting Vowel Sounds

The sound of a vowel is usually determined by its position in a word. The two columns below show some common short and long vowel patterns. ("C" represents consonant, "V" = vowel, "e" = an e at the end of a word.)

short patterns		long patterns	
VC	at	CVVC	rain
CVC	ran	CVCe	hope
CCVC	slam	CV	no

One aspect which affects the vowel sound in a word is whether a syllable is open or closed. An open syllable ends in a vowel and usually has a long vowel sound. A closed syllable ends in a consonant and, if there is only one vowel, its sound is usually short.

Closed Syllable - contains one vowel, ends in a consonant, usually has a short vowel sound.

Open Syllable - ends in a vowel, usually has a long vowel sound.

Dividing words into syllables by patterns in longer words.

Dividing words into syllables helps students read some words, especially longer multisyllable words. Words from the story can be used as practice words for dividing words into syllables. In words of more than one syllable the open and closed syllable rule is very important, as in the following examples:

a. first syllable closed - short vowel sound
   hap/pen men/ace pan/ther han/dle

b. first syllable open - long vowel sound
   o/pen ca/ter po/em cra/dle

A common sound in longer words is referred to as the <u>schwa</u> sound. It is usually represented in the dictionary. It occurs in most unaccented syllables and can be represented by any of the vowels:

menace happen initial apron upon

Other Hints for Dividing Words into Syllables

Divide words between:

a. compound words
   ex: popcorn pop corn

b. prefixes
   ex: subway sub way

c. root words
   ex: careful care ful

Don't divide blends and digraphs ex: mon/ster sub/stance
smooth/er

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Vocabulary

In order to help students sort, categorize and compare new vocabulary, the following categories are useful. Be sure to teach your student about compound words, contractions, prefixes, suffixes and root words, homonyms, homographs, synonyms and antonyms. Always make lessons correspond with words from the language experience stories.

Compound Words: Two words put together to form a larger word

to	over	flash	be	in
day	coat	light	side	side
today	overcoat	flashlight	beside	inside
air	every	news	some	some
plane	thing	paper	thing	times
airplane	everything	newspaper	something	sometimes
be	every	sail	Thanks	snow
came	where	boat	giving	man
became	everywhere	sailboat	Thanksgiving	snowman

Contractions

examples:

I	I am	I'm
do	do not	don't
did	did not	didn't
could	could not	couldn't
would	would not	wouldn't
should	should not	shouldn't
was	was not	wasn't

Prefixes, Suffixes and Root Words:

Knowing how prefixes, suffixes and root words work helps students with both spelling and vocabulary. For example, the meanings of prefixes and suffixes help students understand the meanings of new words. Teach students that:

1. Prefixes are word beginnings.
2. Suffixes are word endings.
3. Many, but not all, words have prefixes and suffixes.
4. Prefixes and suffixes alter the meaning of root words.
5. The root word is a word that can stand alone; it does not need a prefix or suffix attached to it.
6. Most prefixes are not words when written alone.
7. Suffixes are not words when written alone.

Students can learn these common prefixes and their meanings:

Prefix	Meaning
ex-	out, out of, away from
in-	into, on, within, not
pre-	before
con, com-	with, together
de-	away from, off, down, undo
dis-	apart from, opposite
pro-	moving forward, in favor of
re-	again, back
un-	not, lack of
non-	not

Student can also learn these common suffixes and their meanings:

Suffix	Meaning
-s	more than one
-ing	related to, present tense
-ed	past tense, having, provided with
-er	a person who, a thing that, more than
-est	most
-ance	quality or state of being
-ous	full of
-able	able to, able to be
-ent	in a condition of, doing
-al	of, pertaning to
-ive	relating or belonging to, having the quality of
-ly	in a specific manner
-ness	condition of being
-ment	state of being, something done
-tion	action, or process involved with
-ful	fullness, or abundance
-ant	performing (a specific action) being (in a specified condition)

Homonyms Words that sound alike but have different meanings. Here are some examples:

sells/cells	one/won	threw/through
hear/here	stare/stair	paws/pause
toe/tow	chews/choose	sent/scent/cent
whole/hole	herd/heard	guest/guessed
sew/so	meddles/medals	hour/our
heal/heel	wood/would	bored/board
but/butt	be/bee	or/oar
your/you're	not/knot	we/wee
their/there	waste/waist	vein/vane
soar/sore	steal/steel	stake/steak
lead/led	road/rode	knew/new
fair/fare	deer/dear	meet/meat
break/brake	by/buy	

eight/ate	four/for	son/sun
some/sum	time/thyme	do/due
way/weigh	been/bin	no/know

Homographs Words that have different meanings and/or different pronunciations but are spelled exactly alike

Discuss each word with the student. How many meanings does he know? How many can you add? Check the dictionary together for more meanings. Then ask the student to try to use each word twice in one sentence, illustrating different meanings. For example, "You can wind a clock while the wind blows."

face	line	mean
fabric	sentence	set
well	land	close
read	play	run
state	miss	record
address	climb	farm
convict	desert	fire
bowl	match	train
object	conduct	revolting
works	chicken	duck

Synonyms Words that mean the same or nearly the same

begged/urged	afraid/scared
astonish/amaze	start/begin
desire/wish	shut/close
grateful/thankful	smell/sniff
polish/shine	path/trail
unhappy/sorrowful	loud/noisy
pleasure/happiness	tossed/threw
pleased/delighted	screamed/yelled
happy/sad	load/burden
hastily/quickly	disappeared/vanished
attempted/tried	kind/goodhearted
snatched/grabbed	ordinary/common
same/alike	always/forever
chilly/cool	friend/companion
tall/high	difficult/hard
maybe/perhaps	night/day
sick/ill	sobbed/cried

Antonyms Words that have opposite meaning

empty/full	push/pull
strange/familiar	tall/short
usual/unusual	great/small
nobody/somebody	clever/foolish
tidy/messy	bottom/top
hungry/full	above/below
afraid/brave	least/most
sadly/happily	loud/quiet
hard/soft	big/little

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Language Activities with Special Word Categories

In their stories students may use words from these or other categories. When they do, it may be a good opportunity to cite the words and expand the lesson to study more words in the same category.

Community words/phrases

pop	mean	turkey
hoagie	beef	get out of town
sub	fox	man
bad	What's up ?	oh brother
dag	jive	chilled/get chilled
sharp	home boy/girl	chillen
hang	slice	solid

Number words

one	(first)	eleven	(eleventh)	
two	(second)	twelve	(twelfth)	twenty
three	(third)	thirteen	(thirteenth)	thirty
four	(forth)	fourteen	(fourteenth)	forty
five	(fifth)	fifteen	(fiftenth)	fifty
six	(sixth)	sixteen	(sixteenth)	sixty
seven	(seventh)	seventeen	(seventeenth)	seventy
eight	(eighth)	eighteen	(eighteenth)	eighty
nine	(nineth)	nineteen	(nineteeth)	ninety
ten	(tenth)			hundred

Days

Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.
Sunday	Sun.

Months

January	Jan.	1	July	July	7
February	Feb.	2	August	Aug.	8
March	March	3	September	Sept.	9
April	April	4	October	Oct.	10
May	May	5	November	Nov.	11
June	June	6	December	Dec.	12

Colors - any colors student would like to know

Names of people, places etc. - any names student would like to know

Quotations

Quotations that may have been dictated in the language experience stories can be cited. Discuss with student quotations are words people actually said and that quotation marks are used to set the quotation off from the rest of what is written.

Games

Here are some games that are fun to use with words from students' stories:

Crossword Puzzles

Cross any set of words from student story, but focus on student sight words. Student fills in puzzle by definitions given and number of letters in the word.

Word Search Puzzles

Search word puzzles are good for word recogniton. Words from student stories are written evenly to form a square or cube. No spaces are left out as with cross word puzzles, but letters are just filled in to form the square. Within the word cube, the student searches for and circles the words to be identified, Educational software is available that will make search word puzzles.

Story Find

In this game the tutor types on the screen a version of the student story but omits all spaces between words, capital letters and periods. The student then finds the story by adding the spaces, capital letters and periods, as needed.

Concentration Game

Take 5-10 sight words and make 2 sets of flash cards for each word. Shuffle cards and place them face down in rows on the table. The student then turns cards over one at a time and matches the similar words.

Sight Words

Reading by sight is studying whole words, identified totally by sight, rather than studying words to identify phonetic parts or syllables There are two kinds of sight words:

Student-Selected

Student-selected sight words are words choosen by students for further study. Here is an effective way for students to study their sight words.

a) Student reads story from print-out.
b) Student chooses 3-6 student sight words to read or study from print-out. These words can be circled or underlined if desired.
c) Tutor (or student) types 3-6 student sight words on the screen, beneath where the story.
d) Tutor or student prints out story again with sight words also on the printout (optional).
e) Student writes or types new sentences using the study words.
f) Tutor and student check sentences for errors and prints them out.
g) Student reads new sentences.

High Frequency

Words which appear very often in printed material are useful to learn as sight words. The probability that a student will encounter these words in any given reading material is very high. What follows is a list of high frequency sight words researched by Edward Fry.

Tutors and students can use the words as a checklist and begin to find and study the same words from the students stories.

New Instant Word List
by Edward Fry

A Student Must Learn These 300 Instant Words To Have Fluency In Reading, Writing And Spelling.

WHY? *The first 10 words make up about 24% of all written material
*The first 100 words make up about 50%.
*The 300 words make up about 65% of all words written in English!

The First Hundred

Group 1a	Group 1b	Group 1c	Group 1d
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	their	go	part
have	if	see	over

Common suffixes: s, ing, ed

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Second Hundred

Group 2a	Group 2b	Group 2c	Group 2d
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

Third Hundred

Group 3a	Group 3b	Group 3c	Group 3d
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	nest	sea	let

school	hard	began	above
father	open	grow	girl
keep	example	took	sometime
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

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Part Four

Additonal Resources

Computer Terms

hardware - the various parts of a computer system including the keyboard, screen, disk drive and printer.

software - the specific program or set of instructions which tells the computer what to do, usually stored on a disk that gets inserted into the disk drive.

educational software - software that contains program(s) for teaching various topics (reading, math, vocabulary, etc.) at various levels.

disk - a flat, 8, 5, or 3 1/2 inch disc-like piece which stores information for or from the computer. Different computers take different size disks.

disk drive - a device which is used to enter and store programs.

word processor - a special type of computer or a specific type of software package that can be used to write and correct any kind of written document typed into it.

keyboard - the part of a computer that looks and works like a typewriter, but which also contains additional keys for special computer functions.

screen - the place where the information presently in the computer can be viewed.

printer - a part separate from the keyboard, screen and disc drive, where information that is stored in the computer can be printed out.

voice synthesizer - a special add-on device that will "read" out loud what's on the computer screen.

More About Word Processing

Some computers are word processors that is, all they can do is word processing. But most computers have many functions. Word processing on most computers requires word processing software, more commonly referred to as a word processing package. The software and corresponding computer hardware used for this project were:

Writing Assistant	- IBM PC
Paper Clip	- Commodore 64
MacWrite	- MacIntosh s12e
Bank Street Writer	- Apple IIe
Wordstar	- Victor

Word processing allows words to be replaced, moved around or changed with minimal retyping. Not all word processors or word processing packages are the same and some are easier to use than others. Each has its own set of instructions and comes with a manual. It's fine to use what kind of word processing is available, however, if choice is available, the following packages are highly recommended for use with adults:

PFS Write - Word Processing Package
Writing Assistant - Education Software
MacWrite - Word Processing Package for MacIntosh Computer
Bank Street Writer - Educational Software

Part Five

Hints for Developing and Managing a Computer Center for Adult Literacy Students

Hints for Developing and Managing a Computer Center for Adult Literacy Students

Sites/Space

Computer sites for adult literacy students can be set up in community centers, businesses or schools. The key factors in deciding if a possible site will work are the days and times the room is available, whose responsibility security for the site will be and whether or not the site is accessible to tutors and students.

Hardware

Use of computer hardware varies. Here are some possibilities for computer use:

1) donated computers
2) shared computers with businesses, community agencies or schools
3) acquisition of hardware through cooperative efforts for fieldtesting of software or training in computer use with businesses and industries
4) use of tutors' and students' home or office computers
5) purchase of computers

Depending on the needs of the local literacy programs, board members and volunteer tutors may be very helpful in locating hardware for the program.

Software

Educational software may became available with the computers, when the hardware becomes available. Tutors and students will probably enjoy trying most kinds of software, as long as it is at a level that is useful. However, it is best to have a variety of software available on various topics such as vocabulary, comprehension, spelling and math. This way students can have a choice of topics. Word processing packages for computers or computers that are word processors are needed to develop language experience lessons. Some education software designed to teach writing works like a word processor. Other very desirable features for software are scanners for finding specific word patterns, voice synthesizers and spelling checks.

If literacy programs in Pennsylvania wish to review or purchase software, they can begin with directories of software already reviewed for adult literacy programs through AdvancE. Other possible resources both in and outside of Pennsylvaina referrals. Litline, an electronic bulletin board and information system, includes software reviews provided by the Institute for the Study of Adult Technology at Penn State University.

The literacy program will want to have a on-site directory for tutors and students describing about the software available for their use

Training

Very often tutors and students are learning together how to use the computers or the software. Tutors and students should know the parts of the computer and the various switches, buttons, etc. for turning on it and off. They should also know how to use the disk drive, how to get into the word processor or software package, how to find the file or lesson they need and how to get out of that file or lesson. It's often most effective for tutors and students to learn about the computer when they make their first visit to the center. Pre-trainings and orientations can be too formal. Computer site staff should always be available for on-going assistance. This guide can be used as part of a training workshop about LEA and computers.

Staff

The computer site needs to have staff available to assist tutors and students working at the site. Other staff may have to work in or near the site, but one or more staff, paid or volunteer, should be available to help tutors and students. Sometimes students who are well trained and experienced on the computers are excellent staff.

Management

Depending on the needs of the local program, a computer center may be a drop-in center or set up to be used on an appointment basis. Tutors and students will most likely want to use the computers together. However, they also need individual time for practice, homework, preparing lessons and reviewing software. Many students like to use the computers alone, on their own time. Sometimes small groups or classes may wish to schedule computer time. In this case the tutor or teacher can have students rotate or work together, if there are not enough computers for every student.

It's helpful to provide sign-in and sign-out sheets with times to track who and how many people are using the site and for how long. Software evaluation forms are also important so that tutors and students have an opportunity to give written feedback about their experiences.

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